

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

DISTRICT INFORMATION	SCHOOL INFORMATION
District:	School: Klockner Elementary
Chief School Administrator:	Address: 830 Klockner Road, Hamilton NJ 08619
Chief School Administrator's E-mail:	Grade Levels: PreK-5
Title I Contact: Richard Pepe	Principal: Sharon L. Young
Title I Contact E-mail: rpepe@hamilton.k12.nj.us	Principal's E-mail: syoung@hamilton.k12.nj.us
Title I Contact Phone Number: 609-631-4100 x 3014	Principal's Phone Number: 631-4154

## Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

Sharon Young  
Principal's Name (Print)

(on file)  
Principal's Signature

(on file)  
Date

## Critical Overview Elements

- The School held \_\_\_\_\_1\_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$87,247, which comprised 82.4% of the school's budget in 2014-2015.
- State/local funds to support the school will be \$101,410, which will comprise 50.6% of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Early Intervention	1,2,3		Instructional Supplies	\$4,000
Title I Teachers, Title I Coaches	1,2,3		Salaries	\$61,535
Parental Involvement: 2nd Cup of Coffee, REAL Men Read, Walk in the PARCC, Math Bowl, Poetry Club	1,2,3		Salaries Non Instructional and Instructional Supplies	\$5,000 \$5,158 \$1,000
Professional Development	1,2,3		Professional Travel and Vendors	\$12,500
Homework Tutoring Program	1,2,3		Salaries	\$10,000

**ESEA §1114(b)(2)(B)(ii): “The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;”**

## Stakeholder/Schoolwide Committee

### Select committee members to develop the Schoolwide Plan.

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan. *\*Add lines as necessary.*

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Sharon L. Young	Administration	Yes	Yes	Yes	
Charisse Smith	Title I	Yes	Yes	Yes	
Thomas White	Parent	Yes	Yes	Yes	
Mary Jane Dean	Basic Skills Teacher	Yes	Yes	Yes	
Rev. Jeff Ugoretz	Community	Yes	Yes	Yes	
Kathy Ruch	Title I Teacher	Yes	Yes	Yes	
Mrs. O’Lone	Parent	Yes	Yes	Yes	
Mrs. Gia Petisco	Parent	Yes	Yes	Yes	
Jessica Tradigo	Guidance Department	Yes	Yes	Yes	
Daniel Leon	Parent	Yes	Yes	Yes	

Linda Sheehan	Title I Preschool Teacher	Yes	Yes	Yes	
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## Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
6/2/15	Klockner School	Comprehensive Needs Assessment	Yes		Yes	
6/2/15	Klockner School	Schoolwide Plan Development	Yes		Yes	
6/2/15	Klockner School	Program Evaluation	Yes		Yes	

*\*Add rows as necessary.*

## School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

**What is the school's mission statement?**

Klockner School is committed to providing a comprehensive educational program for children in grades Pre-K through fifth. The school strives to develop each student's unique intellectual potential in a culturally diverse environment.

We, believe that:

- An academically enriched, nurturing, positive, and safe environment encourages students to become lifelong learners, and problem solvers, eager to share their gifts with their communities.
- Education is fostered through partnerships, which use teamwork to accomplish goals. Everyone has the right to be treated with respect, and will require high expectations of everyone in our community in order to meet these goals:

We expect:

- Students to contribute to the best of their abilities.
- Parents to be partners with the school in the educational progress of their children.
- Teachers and staff to coordinate efforts to provide interesting and productive learning experiences.

Each year, we will demonstrate that when we work together as a team "amazing things will happen," and we will always be known as the school "out in front".

**"Educating Students with Unique Teaching Methods/Strategies while Partnering with Parents and the Community"**

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**24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation).** *A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

**Evaluation of 2014-2015 Schoolwide Program \***  
**(For schools approved to operate a schoolwide program in 2014-2015, or earlier)**

1. Did the school implement the program as planned?
  - a. Yes the program was implemented as planned utilizing all materials, strategies, and assessments referred to in the plan.
2. What were the strengths of the implementation process?
  - a. Klockner staff emphasized Literacy and Math content for the implementation process. Data Team and Grade Articulation meetings analyzed various research-based strategies and assessments so that teachers could target instruction in those areas.
3. What implementation challenges and barriers did the school encounter?
  - a. Building principal was out on medical leave from September 2014-February 2015.
  - b. The most difficult challenge was planning meetings that was convenient for all staff members involved.
  - c. Limited instructional time for general and targeted groups due to PARCC testing administration
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation?
  - a. Strengths
    - i. Focused and comprehensive vision that was shared by the committee members for all students and Klockner School via school website, PTA meetings, and focus groups.
  - b. Weakness
    - i. Supervision and direction from Central Office from September to February was not present. There was also a significant amount of turnover with the Office of Curriculum including our Superintendent.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs?
  - a. A transparent approach is used at Klockner School so that complete disclosure was in operation with parent groups and staff meetings. This was achieved at Back to School Night, Meet and Greet for Preschool Parents of students in the AM and PM sessions, PTA and Staff Meetings, Parent Workshops, and Title 1 Meeting for Parents to sign Parent Compact.

6. What were the perceptions of the staff?
  - a. Staff was in agreement with all data shared. They understood and embraced the plan developed by the Title I School Wide Transition Committee. What tool(s) did the school use to measure the staff's perceptions? Faculty meetings were used as a vehicle to share pertinent data about the school population.
7. What were the perceptions of the community?
  - a. The perception of the school by the community were somewhat positive and supportive in regards to the label of being a Title I funded school. The community was more positive and supportive of the Title I programming efforts made by school personnel. What tool(s) did the school use to measure the community's perceptions? Parent workshops and focus groups were developed to measure perception of the quality of the programming offered at Klockner School.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)?
  - a. Delivery methods were centered around differentiated, whole and guided Math/Literacy group instruction by classroom, Basic Skills, and Title I teachers based on Student Portfolio Needs Assessment criteria. Cooperative groups were developed by teachers to enhance instruction of all students.
  - b. Delivery methods for the families and community were centered around parent focus groups, individual meetings, parent workshops, PTA meeting, school messenger, and the use of the Title III Parent and Community Involvement Specialist and language interpreters.
9. How did the school structure the interventions?
  - a. Interventions were structured on the basis of student individual needs through I&RS (Intervention & Referral Service) meetings. Students observed with specific academic needs were referred to the I&RS Team to provide individual strategies and interventions for student success. Interventions were structured by utilizing both Pull-Out and Push-In.
  - b. Interventions were structured by utilizing Child Study Team members during IR&S meetings.
  - c. Students were provided opportunities to participate in in O.S.T.(Out of School Time) ESL tutoring.
  - d. Students were provided opportunities to participate in O.S.T.(Out of School Time) tutoring for the PARCC assessments.
  - e. Through the critical analysis of a comprehensive Needs Assessment and dialogue, Title I and district Data coaches provided individualized and school-wide intervention plans that met the needs of students while promoting success.
10. How frequently did students receive instructional interventions?
  - a. I&RS meetings were scheduled monthly.
  - b. Students were engaged in ESL tutoring 2-4 times during the week from January 2015 to June 2015.

- c. Students were engaged in 11 weeks of intensive tutoring for the PARCC assessment before the school day.
- d. Basic Skills interventions were scheduled for 3 times a week. Title I interventions were scheduled for 5 times a week. Students not eligible for BSI or TI services received interventions daily by classroom teachers.
- e. Title I and district Data coaches were used to support Klockner staff in further development of specific intervention strategies on an as needed basis.

11. What technologies did the school use to support the program?

- a. Klockner utilized SMART Board and SMART Table technologies to enhance instructional practices.
- b. The use of Google Docs to share information between instructional faculty members
- c. Keyboarding Without Tears software to enhance technological skills of students
- d. PowerPoint presentations,
- e. First in Math to increase math proficiency
- f. Use of Ultra-books laptops for writing across the curriculum.

12. Did the technology contribute to the success of the program and, if so, how?

- a. Technology use throughout the school was evident by conducting walk-throughs, formative observations, and classroom visits.
- b. Effective and intensive PARCC training (Keyboarding Without Tears, School-wide PARCC training for staff)
  - i. Level of student and teacher comfort with use of technology during PARCC was evident from PBA to EOY
- c. Faculty/grade level/data meetings used Ultra-books to discuss agenda topics (PARCC training and analyze data)

***\*Provide a separate response for each question.***

**Evaluation of 2014-2015 Student Performance**  
***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Grade 4	16	12	Title I Teachers for 4th Grade, Title I & Data Coaches, REAL Men Read, Title I Parent Focus Groups, Data Articulation Meetings, PARCC tutoring, Poetry Club, Staff attended Vocabulary Workshop and Turn-keyed staff at our staff meeting	Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level. A correlation between the lack of early intervention and the majority of students entering into the 4th grade reading below grade level has been determined to be a factor in partially proficient scores.
Grade 5	15	9	Title I Teachers for 5th Grade, Title I & Data Coaches, REAL Men Read, Title I Parent Focus Groups, Data Articulation Meetings, PARCC tutoring, Poetry Club, Staff attended Vocabulary Workshop and Turn-keyed staff at our staff meeting	Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level. A correlation between the lack of early intervention and the majority of students entering into the 5th grade reading below grade level has been determined to be a factor in partially proficient scores.
Grade 6				
Grade 7				
Grade 8				
Grade 11				

Grade 12				
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Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4	11	12	Title I Teachers for Grade 4, Title I & Data Coaches, Math Bowls, Timed Math Fact Testing, Title I Parent Focus Groups, Data Articulation Meetings, First In Math Technology Program, PARCC tutoring, Staff attended a Math Workshop and turn-keyed staff at our staff meeting	Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level. A correlation between the lack of early intervention and the majority of students entering into the 4th grade performing below grade level has been determined to be a factor in partially proficient scores.
Grade 5	8	20	Title I Teachers for Grade 5, Title I & Data Coaches, Math Bowls, Guided Math Grouping, Timed Math Fact Testing, Title I Parent Focus Groups, Data Articulation Meetings, First In Math Technology Program, PARCC tutoring, Staff attended a Math Workshop and turn-keyed staff at our staff meeting	Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level. A correlation between the lack of early intervention and the majority of students entering into the 5th grade performing below grade level has been determined to be a factor in partially proficient scores. The number of students requiring supplemental services increased and there was a significant gap in time in where an additional Title I teacher was made available to assist.
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

**Evaluation of 2014-2015 Student Performance**  
***Non-Tested Grades – Alternative Assessments (Below Level)***

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions <i>did or did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	10	Brigance II, Implementation of the Creative Curriculum, Teacher Assessment, Data Articulation	With the use of data articulation most students demonstrated proficiency in Literacy Skills
Kindergarten	40%	13	Brigance II, DRA-2, Literacy By Design Assessments, Implementation of Play Centers, Electronic District Student Portfolios	With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level. There was a clear need for the addition of a full-time Title II Kindergarten teacher to provide supplemental instruction to meet the needs of our are performing below the assessments given.
Grade 1	13	8	● Electronic Student Portfolio	With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 2	17	8	● Electronic Student Portfolio	With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services

				in Literacy. Some students demonstrated proficiency and some demonstrated growth in Literacy skills. The level of more intensive instruction is still needed at the classroom level.
Grade 9				
Grade 10				

Mathematics	2013 -2014	2014 -2015	Interventions Provided	Describe why the interventions provided <u>did</u> or <u>did not</u> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	10	Brigance II, Implementation of the Creative Curriculum, Data Articulation, Teacher Assessment	With the use of data articulation most students demonstrated proficiency in Math Skills
Kindergarten	20%	14	Electronic Student Portfolio	With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Literacy. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 1	5	6	Electronic Student Portfolio	With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of more intensive instruction is still needed at the classroom level.
Grade 2	7	10	Electronic Student Portfolio	With the use of a district-wide criteria for the Electronic Student Portfolio, data was analyzed to identify targeted students eligible for intense services in Math. Some students demonstrated proficiency and some demonstrated growth in Math skills. The level of

				more intensive instruction is still needed at the classroom level.
Grade 9				
Grade 10				

## Evaluation of 2014-2015 Interventions and Strategies

### ***Interventions to Increase Student Achievement – Implemented in 2014-2015***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
ELA	Students with Disabilities	LBD-Intervention Kits, Differentiated Instruction, DRA Levels to increase instruction, additional instructional time, testing accommodations, Brigance, Harcourt-Brace Intervention Kits, Coaching, Guided Reading,	Yes	Special Education Student Portfolio, IEP Goals, Data Binders	There was a level of growth in DRA levels, Brigance pre and post tests show improvement.
Math	Students with Disabilities	Silver-Burdette Kits, Math Bowl, Math Expression Common Core 2012-2013 series	Yes	Special Education Student Portfolio, IEP Goals, Data Binders	There was an increase in Brigance pre and post math tests score. Timed math facts test showed improvement.
ELA	Homeless	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee Parent Focus Groups	Yes	Electronic Student Portfolio, Needs Assessment Criteria results	Student maintained proficiency in ELA skills
Math	Homeless	Coaching, Guided Math, Early Intervention, Math Bowl, Reach for the Top Math Fact Fluency Program, 2nd Cup of Coffee Parent Focus Groups	Yes	Electronic Student Portfolio, Needs Assessment Criteria results	Student maintained proficiency in Math skills

ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Coaching, Guided Reading, Early Intervention, REAL Men Read, 2nd Cup of Coffee Parent Focus Groups, ESL back to school night, ESL after school tutoring program, differentiated instruction, Moving into English program	YES	Electronic Student Portfolio, SGOs, Report Cards (ESL), Access Test(post), Wida Test(pre), Wida Model Rubric - <i>Speaking, Listening, Reading, Writing, Moving</i> Into English Unit Assessments, Teacher generated formal assessment, Needs Assessment Criteria results	Students have demonstrated growth in the Wida Rubric, teacher formal assessments, and the pre and post Wida/Access results.
Math	ELLs	Coaching, Guided Math, Early Intervention, Math Bowl, 2nd Cup of Coffee Parent Focus Groups, in-support classroom instruction, push in program when possible	Yes	Electronic Student Portfolio, SGOs, Report Cards (ESL), Access Test(post), Wida Test(pre), Wida Model Rubric - <i>Speaking, Listening, Reading, Writing, Moving</i> Into English Unit Assessments, Teacher generated formal assessment	Students have demonstrated growth in the Wida Rubric, teacher formal assessments, and the pre and post Wida/Access results.
ELA	Economically Disadvantaged	Coaching, Guided Reading, Early Intervention, Title I & Basic Skills in-support classroom instruction/push in program when possible, REAL Men Read, 2nd Cup	Yes	Electronic Student Portfolio, Data Binders, Data Articulation Meeting Notes, Needs Assessment Criteria results, Sign in sheets, agenda and minutes	There was a level of growth in DRA levels, Brigance pre and post tests show improvement.

		of Coffee Parent Focus Groups			
Math	Economically y Disadvantaged	Coaching, Guided Math, Early Intervention, Math Bowl, Title I & Basic Skills in-support classroom instruction/push in program when possible, 2nd Cup of Coffee and Parent Focus Groups	Yes	Electronic Student Portfolio, Data Binders, Data Articulation, Needs Assessment Criteria results, Sign in sheets, agenda and minutes	There was an increase in Brigance pre and post math tests score. Timed math facts test showed improvement.
ELA					
Math					

**Extended Day/Year Interventions – Implemented in 2014-2015 to Address Academic Deficiencies**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	PARCC tutoring	Yes	Electronic Portfolio	This 11 week program was offered to students who were determined at-risk, based on our needs assessment and services provided.

Math	Students with Disabilities	PARCC tutoring		Yes	Electronic Portfolio	This 11 week program was offered to students who were determined at-risk, based on our needs assessment and services provided.
ELA	Homeless	N/A				
Math	Homeless	N/A				
ELA	Migrant	N/A				
Math	Migrant	N/A				
ELA	ELLs	After school tutoring program, Family Latino Literacy Program, Summer Enrichment		YES	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Specified programs indicated growth measured by data analysis of iReady electronic assessment.
Math	ELLs	After School tutoring program, Summer Enrichment		YES	Electronic Portfolio (DRA, benchmarks, report cards scores etc.)	Specified programs indicated growth measured by data analysis of iReady electronic assessment.
ELA	Economically Disadvantaged	After school tutoring program, Family Latino Literacy Program, Summer Enrichment		YES	Electronic Portfolio	Specified programs indicated growth measured by data analysis of iReady electronic assessment.
Math	Economically Disadvantaged	After School tutoring program, Summer Enrichment		YES	Electronic Portfolio	Specified programs indicated growth measured by data analysis of iReady electronic assessment.
ELA						
Math						

## Evaluation of 2014-2015 Interventions and Strategies

### ***Professional Development – Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Web Training - Dyslexia, Data professional development, PARCC training, New IEP PROGRAM (IEP Direct), Executive Functioning and Data Articulation Meetings	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom.
Math	Students with Disabilities	Data professional development, PARCC training, New IEP PROGRAM (IEP Direct) Executive Functioning and Data Articulation Meetings	Yes	Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom.
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Web Training- Dyslexia, PARCC training, Access Training, NJ ASK-Science, TESOL Conference Executive	Yes	Teacher SGOs, Teacher formative and summative evaluations.	There is an increased understanding and implementation of best practices in the classroom

		Functioning and Data Articulation Meetings			
Math	ELLs	Web Training- Dyslexia, PARCC training, Executive Functioning and Data Articulation Meetings	Yes	Teacher SGOs, Teacher formative and summative evaluations	There is an increased understanding and implementation of best practices in the classroom
ELA	Economically Disadvantaged	Web Training- Dyslexia, Data Professional Development, PARCC training, Executive Functioning and Data Articulation Meetings		Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom
Math	Economically Disadvantaged	Web Training- Dyslexia, Data Professional Development, PARCC training, Executive Functionings and Data Articulation Meetings		Sign in sheets, agenda and minutes	There is an increased understanding and implementation of best practices in the classroom
ELA					
Math					

**Family and Community Engagement Implemented in 2014-2015**

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee Parent Focus	Yes	Agendas and Sign In sheets, Minutes	Increase support from parents, students, and community

		Groups, Parent Workshops, Junior Achievement, Notre Dame Anti-bullying and Disability Day, Kindergarten and Fifth Grade Awards Programs			
Math	Students with Disabilities	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee Parent Focus Groups, Parent Workshops, Junior Achievement, Notre Dame Anti-bullying and Disability Day, Kindergarten and Fifth Grade Awards Programs	Yes	Agendas and Sign In sheets, Minutes	Increase support from parents, students, and community
ELA	Homeless	N/A			
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee Parent Focus Groups, Parent Workshop, ESL Family Nights, and ESL Back to School night, Family Latino Literacy, Kindergarten and Fifth Grade Awards Programs	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.

Math	ELLs	Parent Nights, District-wide Title I events, REAL Men Read, Math Bowl, 2nd Cup of Coffee Focus Groups, Parent Workshops. Parent application to Night School program, Translators for Family nights or any event necessary, Materials sent to parents in native language, Kindergarten and Fifth Grade Awards	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
ELA	Economically Disadvantaged	Parent Nights, District-wide Title I events, REAL Men Read, 2nd Cup of Coffee Parent Focus Groups, Parent Workshop, Kindergarten and 5th Grade Awards Program	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
Math	Economically Disadvantaged	Parent Nights, District-wide Title I events, REAL Men Read, Math Bowl, 2nd Cup of Coffee Parent Focus Groups, Parent Workshops. Kindergarten and Fifth Grade Awards	Yes	Sign-in Sheet, Agenda, Parent Surveys	Increased support from parents and students.
ELA					
Math					

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

Sharon Young  
**Principal's Name (Print)**

(on file)  
**Principal's Signature**

(on file)  
**Date**

**ESEA §1114(b)(1)(A): “A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1).”**

## **2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis**

### **Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2014-2015**

<b>Areas</b>	<b>Multiple Measures Analyzed</b>	<b>Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)</b>
Academic Achievement – Reading	DRA, Benchmarks, Standards Based Report Cards, Student Electronic Portfolio	Students continue to read below grade level. Starting points vary greatly when students enter kindergarten. Some speak no English, most have not had pre-school or school experiences, and many struggle with socialization skills. The gap widens as students progress through the grades.
Academic Achievement - Writing	DRA, Benchmarks, Standards Based Report Cards, Student Electronic Portfolio	Writing is improving with the implementation of the LBD writing component. Teachers have expressed concerns about the current writing program with Literacy by Design. Teachers have been encouraged to “teach to the standards” and to bring in supplemental materials. Teachers have specifically shared that a lack of “anchor texts” is a problem. This will be explored by the incoming Literacy Supervisor. Lack of an ELA Supervisor is an issue.
Academic Achievement - Mathematics	Benchmarks, Standards Based Report Cards, Student Electronic Portfolio	Significant progress is seen in students mathematical application skills. Students Basic Facts skills is improving due to Math Bowl and emphasis on Basic Facts. (Evidence: Teacher SGO's, electronic portfolios)
Family and Community Engagement	Attendance at Programs (School Climate Committee, School Safety Committee), Parent Surveys	Increased amount of parent and community engagement has occurred with the implementation of new programming, as seen in attendance records and focus group meetings.
Professional Development	Feedback, Completion of Danielson Framework Modules through Teachscape, increased	Summary activities were used to guide grade level meetings and develop goals for the upcoming school year.

	awareness and instructional methods in the classroom	
Leadership	Principals meetings	Additional support for Elementary Title I principals with multiple subgroups requiring supplemental services is needed to support academic leadership.
School Climate and Culture	HIB Investigations, Suspension Percentages, Attendance, Bucket Filling program and school climate and culture series, character education program.Attendance at Programs (School Climate Committee, School Safety Committee)	Principal is cognizant of the number of Out-of School suspensions. As a school, Klockner will need to explore the root causes for suspensions. As a school, Klockner can research and explore resources from the district supervisor for family and school support. Stakeholders on the committee gain leadership skills and work to strengthen relationships between students and between adults and students in the school community. Parent may need for the school to provide information sessions regarding bullying.
School-Based Youth Services	N/A	
Students with Disabilities	DRA, Benchmarks, Student Electronic Portfolio, Brigance	Our special education population are provided with standardized tests and benchmarks. Performance is consistent with school-wide indicators. Continual instruction, based on the needs of the students is a standard and IEP meetings are held to modify plans.
Homeless Students		
Migrant Students		
English Language Learners	DRA, Benchmarks, Student Electronic Portfolio, Brigance	ESL instruction as well as other programming for children and their families is provided. Latino Family Literacy Night programs were held during the winter and fall.
Economically Disadvantaged	DRA, Benchmarks, Student Electronic Portfolio, Brigance	The economically disadvantaged population is found to have difficulty performing well on standardized assessments and district benchmarks. Low performance

## **2015-2016 Comprehensive Needs Assessment Process\***

### ***Narrative***

1. What process did the school use to conduct its Comprehensive Needs Assessment?
  - a. NJ ASK scores were shared with staff and electronic student portfolio was collected and analyzed. Data Team meetings reviewed this information for each grade level and faculty meetings were utilized to discuss strategies.
2. What process did the school use to collect and compile data for student subgroups?
  - a. Administration reviewed NJ ASK data to drive instruction. Principal and staff examined sub-groups and determined sub-groups where there were significant Math and ELA weaknesses. Further examination revealed specific student weaknesses by utilizing Link-It and teacher assessments. During data meetings, all information was discussed and specific related strategies were designed to meet the specific needs of targeted students.
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)?
  - a. The Basic Skills teacher, the Title I teacher, Title I Coach and the Data Coach worked together to address data and electronic student portfolio information several times per year. Data team meetings and grade articulation meetings analyzed benchmarks and gathered data with staff. Linkit data is used for this process. The benchmark tests associated with Link-It are aligned with the Common Core State Standards.
4. What did the data analysis reveal regarding classroom instruction?
  - a. Small group instruction must be developed and differentiated instruction for students based on data in math and ELA. Teachers must continue providing learning options, or different paths to learning and make sense of concepts and skills. Teachers must continue to provide appropriate levels of challenges for all students, including those who lag behind, those who are advanced, and those right in the middle.

5. What did the data analysis reveal regarding professional development implemented in the previous year(s)?
  - a. Professional development is necessary to ensure teachers use grouping of students to enhance Math and ELA student achievement.
6. How does the school identify educationally at-risk students in a timely manner?
  - a. Through the use of I&RS meetings held monthly. Students are brought to the team's attention based on academic difficulties or behavior problems. The child study team is on the I&RS team and they present interventions to assist students. When interventions do not work after repeated times, a referral is submitted.
7. How does the school provide effective interventions to educationally at-risk students?
  - a. I&RS meetings gather the types of interventions used to assist struggling students. Teachers apply these interventions during instruction in the classroom. The results of these interventions are monitored closely and reported back to the I&RS committee.
8. How does the school address the needs of migrant students?
  - a. NA
9. How does the school address the needs of homeless students?
  - a. NA
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program?
  - a. Teachers are given formal assessments to use and gather data. Linkit Benchmark tests and other LBD and Math Expressions tests are administered throughout the school year. Teachers make decisions based on data from assessments.

- 11.** How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school?
- a. Preschoolers visit the Kindergarten classroom and participate in activities during the annual Kindergarten Parent Reception. Fifth graders are visited by a middle school principal, guidance counselor, and sixth grade students. They also visit the middle school for an orientation with parents to meet teachers and learn about the daily routines of the middle school. The guidance counselor helps by visiting schools and speaking to counselors about at risk students.
- 12.** How did the school select the priority problems and root causes for the 2015-2016 school-wide plan?
- a. Data analysis is used to determine priority problems each year. DRA, state standardized assessments, and benchmarks, as well as all other data on our electronic portfolio are used to make determinations.

***\*Provide a separate response for each question.***

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them***

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	Close the achievement gap	Mathematics
Describe the priority problem using at least two data sources	Electronic Student portfolio data is evident of the need to increase proficiency in ELA and Math. Many of our English Language Learners, have a delay in their mastery of reading and writing skills as demonstrated when they attempt to utilize these skills for decoding words, problem solving and open-ended response questions.	Electronic Student portfolio data is evident of the need to increase proficiency in Math. This has caused an achievement gap between our students and other students in the district and the state. Many of our students performed below proficiency on district Math benchmark assessments, and NJ ASK standardized tests in the areas of Mathematics.
Describe the root causes of the problem	<p>Many children have no prior pre-school experience upon entering kindergarten</p> <ul style="list-style-type: none"> <li>· Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience</li> <li>· 60% of the student population receive free or reduced lunch indicating that they are economically disadvantaged</li> <li>· Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language</li> <li>· Transient student population.</li> <li>· Lack of best practice strategies and rigor in the classroom for staff</li> <li>Shortage of increased teacher professional development trainings</li> </ul>	<ul style="list-style-type: none"> <li>· Many children have no prior pre-school experience upon entering kindergarten</li> <li>· Many of our Economically Disadvantaged families do not have the skills necessary to support their child's education, homework, studying or navigating the elementary school experience</li> <li>· 60% of the student population receive free or reduced lunch indicating that they are economically disadvantaged</li> <li>· Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language</li> <li>· Transient student population.</li> <li>· Lack of best practice strategies and rigor in the classroom for staff</li> </ul>

		Shortage of increased teacher professional development trainings
Subgroups or populations addressed	Special education, Early Childhood, and Economically Disadvantaged students	<ul style="list-style-type: none"> <li>● Economically Disadvantage</li> <li>● Disabilities</li> <li>● ELL Learners</li> <li>● Hispanic</li> <li>● White</li> </ul>
Related content area missed (i.e., ELA, Mathematics)	LAL/Math	Small group instruction
Name of scientifically research based intervention to address priority problems	LBD for reading and writing, Danielson framework for teacher, Reader's & Writers Workshops, LBD, Guided Math, Differentiated Instruction, Best Practices, Close Reading Strategies,	Guided Math, Differentiated Instruction, Best Practices
How does the intervention align with the Common Core State Standards?		Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standard

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	ELA	Family Involvement
Describe the priority problem using at least two data sources	Electronic Student portfolio data is evident of the need to increase proficiency in ELA .Many of our English Language Learners, have a delay in their mastery of reading and writing skills as demonstrated when they attempt to utilize these skills for decoding words, problem solving and open-ended response questions.	Classroom Management Techniques and a School-wide Behavioral Plan-Throughout this year, we have at least 25 suspensions. Students are exhibiting defiant, oppositional, and behavioral and mental health concerns. There seems to be little regard for adult authority shown this year by some students in grades K-3. These students are pushing, using profanity, injuring staff, and refusing to leave the classroom for a time out period. Parents are reluctant or unwilling to pursue the recommended suggestions for fear of a stigma on the family or child or the perception that the “school is picking” on their child or that their child is only reacting to something that was done to their child by another student. All of this is having an impact on students who see this and on the staff who are trying to maintain an educational environment conducive to learning.
Describe the root causes of the problem	<ul style="list-style-type: none"> <li>· Many children have no prior pre-school experience upon entering kindergarten</li> <li>· Many of our Economically Disadvantaged families do not have the skills necessary to support their child’s education, homework, studying or navigating the elementary school experience</li> <li>· 60% of the student population receive free or reduced lunch indicating that they are economically disadvantaged</li> </ul>	Need for best practice strategies, increased teacher professional development, and more parental education and support to assist the parents to meet the needs of students.

	<ul style="list-style-type: none"> <li>· Children do not get consistent reinforcement of concepts through homework due to limited parental support, many parents have limited education and English is not their primary language</li> <li>· Transient student population.</li> <li>· Lack of best practice strategies and rigor in the classroom for staff</li> </ul>	
Subgroups or populations addressed	Special education, Early Childhood, and Economically Disadvantaged students	Economically Disadvantaged Students and other (students who are exhibiting defiant, oppositional, behavioral and mental health concerns).
Related content area missed (i.e., ELA, Mathematics)	Writing	
Name of scientifically research based intervention to address priority problems	Reader's and Writer's Workshops, LBD, Differentiated Instruction, Best Practices, Close Reading Strategies	Teacher's Guide to Behavioral Interventions and Pre-Referral Intervention Manual
How does the intervention align with the Common Core State Standards?	Curriculum, Assessments, Data Analysis, and school-wide programing are aligned directly to the Common Core State Standards	Behavioral techniques are aligned to emotional and social programing under Character Education and Guidance Common Core State Standards

**ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “**

**2015-2016 Interventions to Address Student Achievement**

<b>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Guided Reading-Intervention By Design, Best Practices, RAZ- Kids*, Brain Pop*, Google Apps*, Peer coaching, Edcite.com, Walk in the PARCC, Real Men Read, Chat and Chew Parent Focus Groups	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What Works Clearinghouse
Math	Students with Disabilities	Guided Math, 1st in Math, Brain-Pop*, Google Apps*, Otter Creek* Peer Coaching*, Math 24 Club*, Math Bowl, Edcite.com, Walk in the PARCC, Chat and Chew Parent Focus	Principal Teachers Coaches	Timed test scores, Benchmarks, PARCC	What Works Clearinghouse
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				

ELA	ELLs	Guided Reading, LBD, Best Practices, RAZ-Kids*, Brain Pop*, Google Apps*	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What Works Clearinghouse
Math	ELLs	Guided Math, 1st in Math, Brain-Pop*, Google Apps*	Principal Teachers Coaches	Math timed tests, Benchmarks, PARCC	What Works Clearinghouse
ELA	Economically Disadvantaged	Guided Reading-Intervention By Design, Best Practices, RAZ- Kids*, Brain Pop*, Google Apps*, Peer coaching, Edcite.com, Walk in the PARCC, Real Men Read, Chat and Chew Parent Focus Groups	Principal Teachers Coaches	DRA, Benchmarks, PARCC	What works Clearinghouse
Math	Economically Disadvantaged	Guided Math, 1st in Math, Brain-Pop*, Google Apps*, Otter Creek* Peer Coaching*, Math 24 Club*, Math Bowl, Edcite.com, Walk in the PARCC, Chat and Chew Parent Focus	Principal Teachers Coaches	Math timed tests, Benchmarks, PARCC	What Works Clearinghouse
ELA					
Math					

*\*Use an asterisk to denote new programs.*

**2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement**

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	PARCC Tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	Students with Disabilities	PARCC Tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Family Latino Literacy Nights, Summer Enrichment, PARCC Tutoring , ESL tutoring, ESL Family Nights, Google Apps*	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	ELLs	ESL Family Nights, PARCC tutoring, ESL tutoring, Google Apps*	Principal Teachers Coaches	PARCC	What Works Clearinghouse

ELA	Economically Disadvantaged	Summer Enrichment, PARCC tutoring, REAL Men Read,	Principal Teachers Coaches	PARCC	What Works Clearinghouse
Math	Economically Disadvantaged	Summer Enrichment, PARCC tutoring	Principal Teachers Coaches	PARCC	What Works Clearinghouse
ELA					
Math					

*\*Use an asterisk to denote new programs.*

#### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Hamilton U.* LinkIt	Funded Programs Supervisor, ELA Supervisor,, Principal, Title I & Data Coaches Teachers District faculty, TCNJ & Rider University Partnerships	PD Engagement Surveys*	What Works Clearinghouse
Math	Students with Disabilities	Hamilton U.* LinkIt	Funded Programs Supervisor, ELA Supervisor,, Principal,	PD Engagement Surveys*	What Works Clearinghouse

			Title I & Data Coaches Teachers District faculty, TCNJ & Rider University Partnerships		
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	TESOL*, Hamilton U.*, ASSESS Training*	Funded Programs Supervisor, ELA Supervisor,, Principal, Title I &s Data Coaches Teachers District faculty, TCNJ & Rider University Partnerships	PD Engagement Surveys*	What Works Clearinghouse ASCD Educational Leadership
Math	ELLs	TESOL*, Hamilton U.*, ASSESS Training*	Funded Programs Supervisor, ELA Supervisor,, Principal, Title I &s Data Coaches Teachers District faculty, TCNJ & Rider University Partnerships	PD Engagement Surveys*	What Works Clearinghouse ASCD Educational Leadership
ELA	Economically Disadvantaged	Hamilton U.* LinkIt	Funded Programs Supervisor, ELA Supervisor,, Principal, Title I &s Data Coaches	PD Engagement Surveys*	What Works Clearinghouse ASCD Educational Leadership

			Teachers District faculty, TCNJ & Rider University Partnerships		
Math	Economically Disadvantaged	Hamilton U.* LinkIt	Funded Programs Supervisor, ELA Supervisor,, Principal, Title I &s Data Coaches Teachers District faculty, TCNJ & Rider University Partnerships	PD Engagement Surveys*	What Works Clearinghouse ASCD Educational Leadership
ELA					
Math					

***\*Use an asterisk to denote new programs.***

***24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.***

### **Evaluation of Schoolwide Program\***

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place?
  - a. Internal review of parents, community members and staff regularly.

2. What barriers or challenges does the school anticipate during the implementation process?
  - a. No barriers are expected
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)?
  - a. Trainings offered throughout the year and school
  - b. Stakeholders meetings
  - c. School communication via faculty meetings, PTA meetings, school website
  - d. Parent focus groups
4. What measurement tool(s) will the school use to gauge the perceptions of the staff?
  - a. Google survey and paper survey
  - b. PD Evaluative Surveys
5. What measurement tool(s) will the school use to gauge the perceptions of the community?
  - a. Google and paper survey
6. How will the school structure interventions?
  - a. Push in, Pull-out Instruction
  - b. Extended day and year
  - c. Professional development
  - d. Parental involvement
7. How frequently will students receive instructional interventions?
  - a. 4-5 days per week for 30 minutes each
8. What resources/technologies will the school use to support the schoolwide program?
  - a. computers, additional teachers and best practices
9. What quantitative data will the school use to measure the effectiveness of each intervention provided?
  - a. Electronic portfolio and LinkIt
10. How will the school disseminate the results of the school-wide program evaluation to its stakeholder groups?
  - a. Google docs and school and district websites

***\*Provide a separate response for each question.***

***ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services***

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

**2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	Parent Workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	Students with Disabilities	Parent Workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	Homeless				
Math	Homeless				
ELA	Migrant				
Math	Migrant				
ELA	ELLs	Parent workshops	Title I	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student

			Coach, Principal, Teachers		success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	ELLs	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA	Economically Disadvantaged	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
Math	Economically Disadvantaged	Parent workshops	Title I Coach, Principal, Teachers	Increase in basic knowledge, meetings and agenda	Effective school family partnerships benefit all involved staff, parents and students. Parent involvement is a crucial component to student success. This partnership benefits the parents as well helping them to see their children as learners (AMES, 1993; Epstein, 1991)
ELA					
Math					

*\*Use an asterisk to denote new programs.*

## **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment?

☐ The school community will be invited to attend Back To School night, Parent Nights and other meetings.

2. How will the school engage parents in the development of the written parent involvement policy?

☐ Meetings will be held at times convenient for all group members, and at PTA meetings.

3. How will the school distribute its written parent involvement policy?

☐ Parent involvement policy will be posted on school website, district website and school messenger.

4. How will the school engage parents in the development of the school-parent compact?

☐ A parent is consulted annually when the parent compact is developed.

5. How will the school ensure that parents receive and review the school-parent compact?

☐ The parent contact has a tear off section that must be returned with parent signature. It is also available on website.

6. How will the school report its student achievement data to families and the community?

☐ The school report card is available on website. It is also presented at Back To School Night.

7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III?

☐ A district wide letter is sent out to all families to notify them that the district has not met its annual measurable objectives.

**8.** How will the school inform families and the community of the school's disaggregated assessment results?

☐ School data is posted on website, during Title I events, and through the state's school report card.

**9.** How will the school involve families and the community in the development of the Title I School-wide Plan?

☐ The plan is presented through the PTA and its meetings, Title I events, parent conferences and the School Wide Title I Stakeholder Team.

**10.** How will the school inform families about the academic achievement of their child/children?

☐ Through parent/teacher conferences, report cards, interim reports, and individual state testing reports issued to parents.

**11.** On what specific strategies will the school use its 2015-2016 parent involvement funds?

☐ The funds will be used to host family events to involve parents in the academics of reading and math and other subject areas.

***\*Provide a separate response for each question.***

***ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.***

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

**Strategies to Attract and Retain Highly-Qualified Staff**

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	15/15=100%	The district has a comprehensive mentoring program. Teacher are supported with relevant PD and opportunities for professional growth.
Teachers who do not meet the qualifications for HQT, consistent with Title II-A	0	
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	2/2=100%	Paraprofessional are included in some professional development workshops. They are supported by the principal and special services department.
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*	0	

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
<p>Our district conducts an orientation for new teachers each summer. Additionally, teachers receive training in the core program and are supported through work with grade level colleagues during bi-monthly staff meetings. A Professional Development Supervisor will conduct additional training. New teacher meetings and trainings will be held throughout the school year. New teachers will receive a mentor if they have a Certificate of Eligibility. All teachers who are hired with a standard certificate and have experience will receive a “buddy” to support their transition to Klockner School. New teachers at Klockner School have access to a Title I coach and a district data coach to support their success in the classroom.</p>	<p>District Personnel Responsible for PD Principal Title I Coach Data Coach Mentors Teacher “buddies”</p>